



TEDDY BEARS PRE-SCHOOL

- BOXFORD -

Boxford Village Hall
Rood Hill
Boxford
Berkshire
RG20 8DD

www.teddybearspreschool.com

Policies and Procedures

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Author	Nikki Copping
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1.0 SAFEGUARDING AND CHILD PROTECTION

1.1 SAFEGUARDING AND CHILD PROTECTION POLICY

If a member of staff notices:

- Radical changes in the behaviour of a child at Pre School
- Worrying marks and/or bruises
- A child talking about experiences, which may give cause for concern
- Decline in a child's general wellbeing
- Neglect

The following action should be taken:

- Member of staff to report concerns to the Designated Safeguarding Lead (DSL), or in their absence the Deputy Designated Safeguarding Lead
- IN STRICTEST CONFIDENCE, the DSL to make own observations and notes (with times and dates)
- DSL to express his/her concerns to the parents/carers and make notes of conversation, with date
- If concern remains, the DSL to contact Social Services Day Care Advisor, without delay (notes to be made with dates)
- DSL to inform Committee Chair of concerns and of actions taken. The information should then remain a confidence between DSL and Chair.
- Any issue needing clarification refer to Berkshire Local Safeguarding Children Boards. Child Protection (website) or What to do booklet and reference chart.

N.B. This is a very sensitive area – ENSURE CONFIDENTIALITY AT ALL TIMES

OFSTED must immediately be informed, if there are any allegations of serious harm, if abuse by any person working or looking after children at the premises (whether the harm or abuse occurred on the premises or elsewhere). They must also be informed of the action taken. The DSL must also immediately notify the appropriate Child Protection Agency.

Accident at Home

We record any injuries that are noticed, that have happened outside of the Pre-school on our Accident at Home form.

Informing Parents/carers

Parents/carers are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Area Child Protection Committee does not allow this. This will usually be the case where the parent/carers is the likely abuser. In these cases, the investigating officers will inform parents.

We adhere to the following documents as well as the EYFS 2018 and use the Berkshire West Safeguarding Children Partnership website for guidance.

[Working Together to Safeguard Children](#)

[What to do if you are worried a child is being abused](#)

[Keeping Children Safe in Education](#)

[Berkshire West Safeguarding Children Partnership website](#)

Teddy Bears Designated Safeguarding Lead: Sarah Gisbourne, Manager

Teddy Bears Deputy Designated Safeguarding Lead: Kerri Ballard, Deputy Manager

Local Authority Designated Officer (LADO) West Berks contact: Fiona Gossard

Email: Fiona.gossard@westberks.gov.uk

Tel: 01635 519093

This policy was adopted by:	Teddy Bears Pre-School
On:	19th February 2015
Review date:	July 2020
Signed on behalf of provider	
Name of signatory:	Nikki Copping
Role of signatory:	Committee

1.2 A CHILD IS NOT COLLECTED POLICY

All children should be collected within 20 minutes of the session finishing. In the event that a child has not been collected within this time, a member of staff will attempt to contact the parents or the emergency contact number(s) on the Emergency Contact Form.

If the child's parents/ carer or emergency contacts can still not be found, then the person looking after them should contact Social Services. The Manager is legally responsible to contact/ report to Social Services for advice on duty of care of the child. What happens next is discussed between the pre-school and Social Services.

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1.3 MISSING CHILD POLICY

- Two members of DBS checked staff to remain with the rest of the group.
- Two members of staff to initiate a search for the child.
- If the child remains unfound during the initial search, the parents and police are to be informed, whilst the search continues.
- Once incident is resolved, an action plan and evaluation are to be drawn up to see how the event happened and how it can be stopped in the future.

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1.4 MOBILE TELEPHONES AND CAMERA PHONES

Teddy Bears Pre-school operates a Mobile Phone Policy to ensure that mobile phones are used appropriately while employees are at work. (Also see Rota Day Policy).

Employees and visitors to the setting, including parents and carers, must ensure that personal mobile phones and other mobile devices, such as smart watches and/or any other device which can access the internet are not carried about their person during working hours. Personal mobile phones are kept upstairs in the office during working hours, although can be used outside of the premises.

A mobile phone solely for the use of staff, in case of fire, will be stored alongside the landline.

Staff may give the Pre School's number as an emergency contact.

Where trips are taken outside of the school, staff may use their personal mobile phones, which are fully charged and switched on for the duration of the trip. Staff will be reimbursed for any use associated with the trip.

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1.5 PHOTOGRAPHIC IMAGES POLICY

Policy statement

We use photographic images to record children's progress and development during their time at the pre-school. We also use photographs for publicity and promotion. This policy details the procedures we have in place to safeguard children and adults and to ensure that images are not misused.

The policy is based on the key principles of the right to privacy and safeguarding children. It covers still, video, electronic and photographic images wherever they are used. The good practice outlined below is intended to protect our children whenever photographs are

taken and used. In addition, we have a duty under the Human Rights Legislation and the Data Protection Act 1998, to respect the right to privacy of people in photographs.

Typical Uses of Photographs

Photographs are normally taken and used for the following purposes:

- Displays of the children's work/activities
- Personal records of achievement for each child (Learning Journal)
- Pre-school website
- Press (occasional)
- Class/pre-school photographs

Photographs are normally only taken by pre-school personnel. Parents/carers are only permitted to take photographs at, for example, the Christmas Party. The pre-school Manager will make it clear at each event whether or not parents/carers are permitted to take photographs. If a photographer visits the pre-school to take portraits or to film a fundraising DVD, this is notified to parents/carers separately and the photographer is supervised at all times.

Photographs are stored on the pre-school computer and are password protected. Staff do not store these photographs on their own computers.

Consent

Children are only photographed with the consent of parents. Written permission is obtained when a child joins the pre-school and updated each term. The level of consent, including where the images may be used (e.g.; personal records only, personal records, press and website) is noted for each child. The pre-school manager is responsible for ensuring that staff and committee members are all aware of any children who may not be photographed or where there is limited consent. If any committee member was to use any pictures taken in the pre-school setting for marketing i.e.; Facebook/newspaper/media, it needs to be approved by the pre-school manager.

Children featured on the website and in the press will not be named.

Guiding principles for photographs

- All children must be appropriately dressed
- Avoid images that only show a single child with no surrounding context. Photographs of three or four children are more likely to include the learning context.
- Use photographs that represent the diversity of children participating
- Do not use images that are likely to cause distress, upset or embarrassment
- Do not use images of a child who is considered vulnerable, unless parents/ carers have given specific written permission (Permission Form)

- Avoid naming children in photographs or use first names only
- Report any concerns relating to any inappropriate or intrusive photography
- Regularly review stored images and delete unwanted material
- Photographs must not be taken in the cloakroom/toilet areas or in the nappy changing area
- The use of staff camera phones in the pre-school is strictly prohibited

Parents/ carers should be made aware of the need for sensitivity and respect when filming/ photographing events featuring their own child(ren). The pre-school should monitor the use of cameras at these events and ask anyone behaving inappropriately to cease filming/ taking photos.

If children photograph each other, for example, as part of ICT, the guidelines for these photographs are the same as the general guidelines detailed above.

Training and Portfolios

During training, it is sometimes necessary to compile portfolios with photographs of children. These photographs should not show children's faces and parental permission should be sought. Staff should act responsibly in compiling these images. The pre-school Manager may ask to oversee the compiled images as part of the management process. For a portfolio compiled by the manager, the Committee Chair may ask to oversee the complied images.

1.6 INTERNET/WEBSITES & SOCIAL NETWORKING POLICY

This policy applies to all staff members, Parents/carers at Teddy Bears Pre-school.

Social Media

Social Media, professional networking sites, rapid-fire communications, blog sites and personal websites are all useful technologies and Teddy Bears Pre-school realises this fact. Every employee has an opportunity to express and communicate on-line in many ways, and Teddy Bears Pre-school does not wish to discourage this. Everyone should use good judgment on what material goes on-line. This policy sets out guidelines for employees to follow.

- Employees and parents/ carers must not disclose any information that is confidential to the Pre-school or any third party that has disclosed information to the pre-school.
- The Pre-school will not tolerate criticisms in weblogs. Even when they are true and not defamatory, they will amount to breach of the employees' contract/child's registration and could lead to action under the Pre-school employment and staffing policy or withdrawal of a child from pre-school. The pre-school's whistle blowing and Making a Complaint Policies aim to provide guidance to all those who work with or within a pre-

school or anyone who may from time to time think that they need to raise an issue in confidence relating to the pre-school.

- Employees and parents/ carers should not link their sites to the pre-school website.
- If an employee or parent/ carer is asked to contribute to an official weblog connected to the pre-school then special rules will apply and they will be told in detail how to operate and what to write.

This policy includes (but is not restricted to):

- Facebook
- Twitter
- MySpace
- Personal Blogs and Websites
- Bebo

Responsibility

Employees using social media should:

- Refrain from identifying themselves as working for Teddy Bears Pre-school.
- Ensure they do not conduct themselves in a way that is detrimental to the pre-school.
- Ensure that proprietary information relating to Teddy Bears (e.g. relating to Financial/ working hours/ Staff/ Parents) is not referred to.
- Defame (libel) anyone. An employee, parent/ carer who makes a defamatory statement that is published on the Internet may be legally liable for any damage to the reputation of the individual concerned.
- Not include personal information about an individual without their consent; otherwise they risk breaching the Data Protection Act 1998, which is a criminal offence.
- Not include material that is abusive, defamatory, sexist, racist or that could be interpreted as harassment or bullying (see Cyber-Bullying below).
- Be conscious of their duty to act in good faith and in the best interests of the pre-school under English law.
- Not allow their interaction on these websites to damage working relationships between members of staff and clients of the pre-school.
- Not access personal websites/ Networking sites during working hours.
- Comply with the law in regard to copyright and plagiarism.
- Be aware that they will be held responsible for all comments made to or about people connected to Teddy Bears Pre-school in any way.

Cyber bullying

Teddy Bears Pre-school is committed to ensuring that all of its staff, parents/ carers are treated with dignity and respect. Bullying and harassment of any kind will not be tolerated. Cyber-bullying methods could include text messages, mobile phone calls, and instant messenger services, circulating photos or video clips or posting comments on websites, forums or blogs. Personal blogs that refer to colleagues without their consent is also unacceptable. Employees, parents/ carers who cyber bully could also face criminal prosecution under various laws, including the Malicious Communications Act 1988.

E-Security and identity theft

Employees, parents/ carers should be aware that social networking websites are a public forum, particularly if they are part of a 'network'. They should not assume that their entries would remain private.

Employees, parents/ carers must also be security conscious and should take steps to protect themselves from identity theft, for example by restricting the amount of personal information that they give out. Social networking websites allow people to post detailed personal information such as date of birth etc., which can form the basis of security questions and passwords.

Disciplinary Actions

Violations of this policy can result in disciplinary action up to and including termination. Employees should also refer to the Disciplinary Policy.

1.7 E-SAFETY POLICY

Policy Statement

Teddy Bears Pre School has a commitment to keeping children safe and healthy and the e-safety policy operates at all times under the umbrella of the Safeguarding Policy. The e-safety policy is the implementation of the Safeguarding Policy in relation to electronic communications of all types.

Introduction

The internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment. It is important for children to learn to be safe from an early age and the Pre School can play a vital part in starting this process. In line with other Pre School policies that protect pupils from other dangers, there is a requirement to provide children with as safe an internet environment as possible and a need to begin to teach them to beware of and respond responsibly to possible risks.

Core Principles of Internet Safety

The is becoming as common place as the telephone or TV and its effective use is an essential life skill. Unmediated internet access brings with it the possibility of placing children in embarrassing, inappropriate or even dangerous situations.

The E-safety Policy is built on the following core principles:

- Guided educational use
- Significant educational benefits should result from internet use including access to information from around the world
- Internet use should be carefully planned and targeted within a regulated and managed environment
- Risk assessment

We have a duty to ensure that children in Pre School are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.

Responsibility

Internet safety in Pre School depends on staff, parents, carers and visitors all taking responsibility for the use of internet and other communication technologies such as mobile phones. It is the Pre School's responsibility to use technical solutions to limit internet access and monitor their effectiveness.

Why is it important for Pre School children to access the internet?

The internet is an essential element in the 21st century life for education, business and social interaction. The Pre School has a duty to provide children with quality internet access as part of their learning experience. Pre School internet access will be tailored expressly for educational use and will include appropriate filtering. Children will learn appropriate internet use. Staff will guide children in online activities that will support their learning journeys. The internet is also used in the Pre School to support the professional work of staff, to allow effective planning and to enhance the Pre School's management information and business administration systems.

Communication

Children will not have access to email. Staff using email will use a Pre School email address. This address must not be used for personal email. Online chatrooms and social networking sites such as Facebook and Twitter will not be used at Pre School. Staff will not discuss individual children or their setting on Facebook, Twitter, WhatsApp or any other social networking sites.

Staff are not permitted to become friends with parents and carers on social networking sites.

Disciplinary Action

Violations of this policy can result in disciplinary action up to and including termination. Employees should also refer to the Disciplinary Policy.

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Role of signatory:	Committee

2.0 SUITABLE PEOPLE

2.1 RECRUITMENT

All Teddy Bears staff are enhanced DBS checked through Capita Recruitment Vetting Service. Management (including committee members) are enhanced DBS checked through OFSTED.

All staff and committee members have a CPD file this includes a copy of their DBS disclosures and photo, which is stored in an operational file. Teddy Bears Pre-school will also meet any requirements of the new Independent Safeguarding Authority (ISA) scheme once it has been implemented.

The pre-school makes decisions of suitability using evidence from the DBS Disclosure; references; full employment history; qualifications; interviews; identity checks; medical suitability checks. All people connected with the pre-school who work directly with children will have to declare all convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children.

The Manager will have valid and current Safer Recruitment training.

The Manager will follow up written references with a phone call to the referee to confirm the information provided. The Manager will also check reasons for any gaps in experience.

All Managers and Deputy Managers must hold a full and relevant Level 3 Qualification (as defined by the Children's Workforce Development Council (CWDC)) and half of all other staff hold a full and relevant Level 2 Qualification (as defined by CWDC).

The Childcare (Disqualification) Regulations 2007 requires the pre-school to inform OFSTED of any court order, determination or conviction or any other grounds for disqualification from registration applying to them or any other person living or working in their household.

Teddy Bears Pre-school will notify OFSTED of the following:

- Any change in the address of the premises on which childcare is provided; particulars of any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children.
- Any change to the person who is managing the Early Year's Provision.
- Any change in the name or registration of the charity; number of the charity.

- Teddy Bears Pre-school will advise OFSTED of any new starter's date of birth, name, any former names or aliases and home address. This should be done before the start of the person's employment, but no later than 14 days of their start date.
- Teddy Bears Pre-school will also notify OFSTED of any change in the pre-school's telephone number.

Specific legal requirements

When working directly with children, a Teddy Bear Pre-school employee will not be under the influence of alcohol or any other substance, which may affect their ability to care for children.

Any Teddy Bear Pre-school employees taking medication, which they believe may affect their ability to care for children, will seek medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children.

Managerial Criteria

The Teddy Bears Pre-school Manager must have more than two years' experience of working in an early years setting. The Deputy Manager will take charge when the Manager is absent.

The pre-school will ensure that all staff have a clear understanding of their roles and responsibilities and regular staff appraisals will be carried out to identify the training needs of staff. Teddy Bears Pre-school will support their staff in improving their qualification levels. In particular, that staff with no qualifications are supported in obtaining a relevant qualification at a minimum of a full and relevant level 2 qualification (as defined by CWDC).

Induction Training will be provided for new staff to help them understand how Teddy Bears Pre-school operate and what their role is within it. Induction training will include matters such as Evacuation Procedures and Child Protection and Health and Safety issues. New starters should have Safeguarding training, as a minimum an online course, ideally before starting in the role. We will also endeavour to book and have the new starter attend a Universal Safeguarding training course in person within the first 12 weeks of employment.

A programme of continuing professional development is in place to ensure that these needs are met. This will be through training made available by the Local Authority and other sources. The staff are organised to ensure safety and to meet the needs of the children, who are supervised at all times.

Specific legal requirements

Teddy Bears Pre-school meets the requirements for adult: child ratios.

Teddy Bears Pre-school has contingency arrangements for staff absences and emergencies. Re-grouping of children and activities, when disruptions occur there continues to be a consistent experience for the child.

Volunteers/committee members are given full information and guidance on their roles and responsibilities and have access to training through local authority and other agencies.

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2.2 STUDENT PLACEMENT POLICY

We recognise that the quality and variety of work which goes on in a pre-school makes an ideal place for students on placements from Early Years Training and Qualifications as well as those on the Diploma in Pre-School Practice or Tutor Fieldworker courses.

In co-operation with educational providers, we welcome students into the pre-school on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers that hinder the essential work of the pre-school.
- Students aged 14 years and above must be engaged in recognised early years training which provide necessary background understanding of children's development and activities or schoolwork experience.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Unless registered as fit persons, students will not have unrestricted access to the children.
- Students are not included in the adult: child ratios.
- Any student must be aware of their own safety and that of others.
- The employer's liability insurance will cover trainees and volunteers
- Students are obliged to keep to the Teddy Bears confidentiality policy
- Students will have an induction into Teddy Bears Policies and Procedures, including health and safety, on their first day in the setting

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3.0 STAFF QUALIFICATIONS, TRAINING, SUPPORT AND SKILLS

3.1 SUPERVISION POLICY

Supervision is a planned, accountable, two-way process, which should support, motivate and ensure all practitioners develop good practice. Supervision is now a statutory requirement of the revised Early Years Foundation Stage (EYFS) Framework (2012).

‘Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interest of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.’

Supervision provides opportunities for staff to:

- Discuss any issues – particularly concerning children’s development or well-being
- Identify solutions to address issues as they arise
- Receive coaching to improve personal effectiveness

Supervision Procedure

Responsibilities for manager

- Meetings to take place half termly.
- Meetings to take place in the office or outside, free from interruptions.
- Meetings to be organized in advance and only changed in exceptional circumstances.
- Meetings to be well structured, allowing both the manager and the supervisee to contribute.
- Accurate notes should be made and a copy given to the supervisee

Responsibilities for supervisee

- To prepare for each meeting, reviewing notes and thinking about the issues to be discussed.
- To be ready to share thoughts and ideas in the meeting.
- Talk openly about what has gone well and what has been challenging.
- With agreement be prepared to plan and undertake training and other development activities.
- Read and agree the notes from the meeting and carry out any required actions.

Confidentiality

Although the Supervision record is a confidential document, it is also an organisational document that does not belong solely to the Manager and supervisee. As such the record is neither secret nor private. Under such conditions including auditing, grievance discipline, internal/external inquiry and complaints, others can access the records.

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3.2 TRAINING REQUIREMENTS

The minimum training that all staff must have is;

Level 2 Qualification as defined by the Children's Workforce Development Council

Paediatric First Aid

Fire safety, Food safety, Health & Safety, Safe Moving and Handling

Safeguarding – Universal

as well as Prevent, Child Sexual Exploitation, Female Genital Mutilation, Domestic Abuse, Child Criminal Exploitation

Where relevant, these course should be renewed and therefore kept valid and up to date.

3.3 WHISTLEBLOWING POLICY

Whistleblowing is raising a concern about safeguarding concerns within an organisation.

Teddy Bears Pre-school is committed to delivering a high quality pre-school service, promoting organisational accountability and maintaining public confidence.

This policy provides individuals in the workplace with protection from victimization or punishment where they raise a genuine concern about misconduct or safeguarding concerns in the organisation. The policy is underpinned by the Public Interest Disclosure Act 1998, which encourages people to raise concerns about misconduct or safeguarding concerns in the workplace, in order to promote good governance and accountability in the public interest. The Act covers behaviour, which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and/or environment
- Deliberate concealment of information about any of the above

It is designed to nurture a culture of openness and transparency within the organisation, which makes it safe and acceptable for employees and volunteers to raise, in good faith, a concern they may have about misconduct or safeguarding concerns.

An employee or volunteer who, acting in good faith, wishes to raise such a concern should normally report the matter to the Manager who will advise the employee or volunteer of the action that will be taken in response to the concerns expressed. Concerns should be investigated and resolved as quickly as possible.

If an employee or volunteer feels the matter cannot be discussed with the Manager, he/she should contact OFSTED on 0300 123 1231 for advice on what steps to follow.

Local Authority Designated Office (LADO) West Berks contact: Fiona Gossard
Email: Fiona.gossard@westberks.gov.uk Tel: 01635 519093

A disclosure in good faith to the Manager will be protected. Confidentiality will be maintained wherever possible and the employee or volunteer will not suffer any personal detriment as a result of raising any genuine concern about misconduct or safeguarding concerns within the organisation.

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4.0 KEY PERSON

4.1 KEY PERSON POLICY

We believe that children settle best when they have a Key Person to relate to, who can meet their individual needs. Research shows that a Key Person approach benefits the child, the parents/carers, the staff and the setting by providing secure relationships in which children thrive, parents/carers have confidence, staff are committed and the setting is happy and a dedicated place to attend or work in.

We allocate a Key Person before a child starts. The Key Person;

- is responsible for the induction of the child into our setting.
- acts as the key contact for the parents/carers and co-ordinates the sharing of appropriate information about the child's development.
- If the child and their Key Person are not forming a relationship for any reason, then the Key Person can be changed to suit the child's needs.

A child's Learning Journal is freely available to view by their parents/carers. However, a written request must be made for personal files on the children and providers must take into account the Data Protection rules when disclosing records that refer to third parties.

Parents/carers are encouraged to participate in parent/carer rota days, during which they can discuss their child's development and their written Learning Journals.

Parents/carers are informed of forthcoming events via termly newsletters/ flyers as and when required.

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5.0 STAFFING

5.1 STAFF TO CHILD RATIOS

Policy Statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff members are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

Procedures

To meet this aim we use the following ratios of adult to children:

- Children aged two years: 1 adult : 4 children:
 - at least one member of staff holds a full and relevant Level 3 Qualification;
 - at least half of all other staff hold a full and relevant Level 2 Qualification.
- Children aged three years and over: 1 adult : 8 children:
 - at least one member of staff holds a full and relevant Level 3 Qualification;
 - at least half of all other staff hold a full and relevant Level 2 Qualification.
- We only include those aged 17 years or older within our ratios. Where they are competent and responsible, we may include students on long-term placements and regular volunteers.
- A minimum of two staff are on duty at any one time; one of whom is either our Manager or Deputy Manager.
- Our Manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight or hearing of staff at all times.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.

- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- We assign each child a Key Person to help the child become familiar with the setting from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The Key Person plans with parents/carer for the child's well-being and development in the setting. The Key Person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

This policy was adopted by:	Teddy Bears Pre-School
On:	19th February 2015
Review date:	July 2020
Signed on behalf of provider	
Name of signatory:	Nikki Copping
Role of signatory:	Committee

6.0 HEALTH

Policy Statement

The aim of this policy is to promote health, to eliminate possibilities for disease to develop or spread within the pre-school, and to ensure, as far as possible, a safe environment for the children and adults with allergies. The person responsible for insuring Health and Safety is Sarah Phillips and Kerri Ballard.

6.1 ADMINISTERING MEDICINES

As part of the admission process, parents/carers are asked to give details of immunisations, allergies and any other significant health or dietary information. Encouragement is given to parents to complete immunisation programs, development checks, etc. Information on any children with special health problems and the implications of these will be circulated to all staff and volunteers who will be interacting with the child.

Parents/carers of any child with long-term medical needs must provide sufficient information to the group.

- Staff will not administer drugs and medicines unless there are exceptional circumstances and the child's doctor or dentist, nurse or pharmacist prescribes the treatment. Written permission (Medication Form) is always obtained from the child's parents/carers in these circumstances. A written record of any drugs administered is kept and countersigned by a second member of staff. If a specific child requires the administration of a prescription medicine needing technical/medical knowledge, a qualified health professional will provide training to staff.

- Prescribed medicines will be kept in a locked non-portable container and access only given to those named. The only exception to this is where storage in a fridge is required. Medicines stored in the fridge must be kept in a marked plastic box. A record of such medicines will be kept.
- No child may self-administer e.g. asthma inhaler. The child must speak to their Key Worker and say what they need.
- Smoking is not permitted in any room or area used by the children.

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Name of signatory:	Nikki Copping
Role of signatory:	Committee

6.2 ILLNESSES, ACCIDENTS & INJURIES

- Teddy Bears Pre-school will notify OFSTED and the Local Child Protection Agency of any serious accident, injuries, illnesses or death of a child, whilst in their care and will act on any advice given.
- A First Aid box is kept. Advice on the content of the box can be obtained from West Berkshire council. The Manager and Deputy Manager are responsible for ensuring that the box is kept fully equipped. All dressings to be kept in sterile condition.
- An Accident Folder is kept on the premises. This records the child or adult name, accident and time, details of any treatment given and must be signed by a staff member and parent.
- All members of staff have a current Paediatric First Aid Certificate.
- The PLA booklet "Accident Prevention and First Aid in pre-schools" or similar pamphlet to be kept in First Aid box for reference purposes in emergencies.
- Children are not to be taken to the Doctor or hospital without parent's permission EXCEPT in emergencies (see emergency consent form).
- Diarrhoea and vomiting is a 48-hour exclusion from the last incident.
- If a child is taken ill during a session, the child is to be taken into another room by a DBS checked member of staff who will stay with that child until a parent /carer can come to collect him/her.
- Staff to be aware of the problems of head lice and threadworms. (Information on this and any other health matters can be obtained from the Health Visitor or GP.)
- OFSTED will be advised if two or more children in the group suffer from food poisoning.
- Children suffering from infectious illnesses should not attend Pre School, however please verify with your Doctor. Parents should be informed if a case of German measles occurs in the group. Parents will be advised via the notice board if there is a case of infections/ illnesses they should be aware of.
- If a child is believed to be suffering from a notifiable disease, OFSTED & the Health Protection Agency will be informed, and any advice acted on.

- Nits and head lice
 - Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent/carer to keep the child away until the infestation has cleared.
 - On identifying cases of head lice, we inform all parents/carers ask them to treat their child and all the family if they are found to have head lice.

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On:	19th February 2015
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Role of signatory:	Committee

6.3 PROCEDURE FOR CHILDREN WITH ALLERGIES

- When a child enrolls at Teddy Bears Pre-school, the parents/carers are asked if their child suffers from any known allergies. This is recorded on the Enrolment Form.
- If a child has an allergy, a form is completed to detail the following:
 - The allergen (i.e. substance/item allergic to)
 - Nature of the allergic reaction e.g. anaphylactic shock, rash, swelling, breathing problems etc.
 - What to do in case of allergic reaction, any medication used and instructions for use
 - Control measures and prevention from contact
- The form is kept in the child's file and a copy displayed where staff can see it
- Parents/carers' to train staff in how to administer special medication
- Other parents/carers are made aware so that precautions can be taken to minimise risk of an allergic reaction.

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Role of signatory:	Committee

6.4 INTIMATE CARE POLICY

Teddy Bears Pre-school accepts there may be times when staff will need to provide intimate care for a child. This may include bottom wiping, nappy changing, removing clothes due to soiling or vomiting. Staff will follow the procedure below:

- Explain to the child that you need to help them to get cleaned up.

- Record when a child has their nappy checked or changed. This is recorded with the following information: Date, time, staff initials, wet/soiled and any other information.
- The changing area door is always left open whilst changing a nappy or assisting a child with their toilet training on the potty.
- Nappies are put into nappy bags and placed in the bin in the toilet area, if they are strong smelling then these are automatically put in the dustbins outside.
- wipe down the changing mat each and every time a new child is changed.
- There are aprons and gloves available if staff wish to use them.
- If a parent takes their child to the toilet, and another child is in the area then a member of staff must be present too.
- Soiled clothing/items will be double wrapped and either disposed of or handed back to parent/carer.
- All efforts will be made to provide a private space for the child to be changed in. This area may change depending on session time and the needs of the child. If changing takes place on the floor, a changing mat will be used.
- Staff and child's hands will be washed using soap and water and all surfaces and changing mats will be disinfected to avoid cross contamination.
- Only staff employed by Teddy Bears, who have been checked by the Disclosing and Barring Service (DBS), will be allowed to provide intimate care. Students, parents/carers and volunteers are NOT permitted to do this.
- If a child objects to a member of staff providing intimate care parents/carers will be contacted to come to Teddy Bears and provide the care themselves if necessary.

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Role of signatory:	Committee

6.5 FOOD & DRINK

Nut Allergies

Teddy Bears aims to be a nut free environment. We want Teddy Bears pre-school to be nut free to reduce the risk to any children who have or may develop an allergy to nuts - for them, coming into contact with nuts and nut products can be potentially life threatening.

The Manager, Deputy Manager and staff will ensure that the snacks provided are nut free (tree and ground). We also ask parents and carers check the contents of their child(ren)s lunches each day.

We realise that many foods are labelled as 'may contain traces of nuts' or 'cannot guarantee nut free' which are very difficult to avoid. Should a child join with a known nut allergy, we

will discuss with the parents to establish the severity of the allergy and notify other parents and carers appropriately (if we need to restrict traces of nut products too).

Teddy Bears pre-school received to 5 star food safety and hygiene rating in July 2019.

- Varied and nutritious snacks are provided during sessions. All staff members have their Food Safety Certificates.
- We use lunch and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- Fresh drinking water is available at all times. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- If a child brings a packed lunch, information can be provided on food storage safety and appropriate food content.
- If a child brings grapes or tomatoes in their packed lunch, these need to be cut length ways into smaller pieces to prevent the child from choking.

6.6 SUN SAFETY

We all welcome the nice weather however we must ensure we keep all the children safe from the dangerous effects it may have. What Teddy Bears does to keep your children safe in the sun:

- We ensure we provide fresh water for all the children throughout the day and encourage the children often to keep hydrated.
- We provide them with pre-school sun hats (if not provided from home) to cover their heads.
- Providing a strict policy regarding them not playing in the outside area without protection on their head.
- We provide as many activities as possible in the shaded parts of the garden. Creating additional shade where possible.
- We ensure all children take rests from the sun throughout the day ensuring they also spend time indoors.
- We encourage parents and children to follow our sun safety guidance, checking where possible if children are protected.
- We ensure that those children that are not protected have limited if any time outside.
- We provide the children with as much fresh air as possible by opening windows and door, providing it's safe to do so. We ask parents to: Provide a cold drink in the children's packed lunches (If lunch is required).
- To apply sun cream to the children before attending the session. Please cover all the areas of their body that will be revealed to the sun.

- To wear appropriate clothing for example covering the child's shoulders (we ask that children do not wear strappy tops and dresses in the sun) as well as wearing shoes the children can run and climb in (please **no** Crocs or Flip flops)

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Role of signatory:	Committee

7.0 BEHAVIOUR MANAGEMENT

Policy statement

Teddy-Bears Pre-school believes that children and adults flourish best in an ordered environment in which everybody knows what is expected of them, and children are free to develop their play and learning without fear of being hurt or hindered by anybody else.

7.1 MANAGING BEHAVIOUR

In order to achieve this, our pre-school aims to ensure that:

- Rules governing the conduct of the group and the behaviour of the children are explained to all newcomers, both adults and children. (Children are encouraged in advance, for example that the sand stays in the sand tray and respect is a two way process.) The rules should aim to help children develop self-discipline and respect for the needs and feelings of others.
- All adults present in the group are responsible for ensuring that the rules are applied consistently, so that the children have the security of knowing what is expected of them.
- All adults are aware that their friendliness, care and courtesy provide a positive model for the children. By maintaining an atmosphere of care and respect we help the children to build up desirable patterns of behaviour.
- Positive methods of guidance for children are used, including anticipation and removal of potential problems, and positive reinforcement and encouragement. Children are encouraged to develop socially, and are praised when they co-operate, share and take turns and help each other and adults. In praising children for good behaviour, we insure that there is no risk of children receiving adult attention only in return for undesirable behaviour.
- Competition, direct comparison and unnecessary criticism are avoided.
- Children are encouraged to talk about their feelings and ideas instead of struggling with them internally which could lead to anti-social behaviour
- Children are helped to challenge bullying, harassment and name-calling.

When children behave in unacceptable ways

- Physical punishment, such as smacking or shaking, is never used, nor is it ever threatened.
- Children are never sent out of a room alone.
- Techniques, which are intended to single out and humiliate individuals, such as the “naughty chair”, are never used.
- Children are given one-to-one adult support in finding out what was wrong and in working towards a better pattern of behaviour.
- In cases of serious misbehaviour, such as physical or other abuse, the unacceptability of the behaviour and attitude is made clear immediately, but by means of explanation rather than personal blame.
- In any case of misbehaviour, it is always made clear to the child/ren in question that it is the behaviour and not the child, which is unwelcome.
- Adults do not shout or raise their voice in a threatening manner.
- Adults are aware of, and respect, varying cultural expectations regarding `interaction between people and do not, for example, expect eye contact with children who would consider this impolite.
- Adult handling of behaviour problems is developmentally appropriate, respecting individual children’s level of understanding and maturity

If a child’s behaviour could injure them, or another child or adult, or might cause serious damage to property, then physical intervention may be used. In such cases, the details will be recorded and the parents advised during that same day.

Rough and Tumble Play, Hurtful Behaviour and Bullying

We recognise that teasing and rough and tumble play are normal for young children, and acceptable within limits.

We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behaviour boundaries to ensure children are not hurt.

We recognise that fantasy play also contains violent dramatic strategies, blowing up, shooting etc. and that themes often refer to ‘goodies and baddies’ and as such offer us opportunities to explore right and wrong.

We are able to tune into the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of ‘teachable moments’ to encourage empathy and lateral thinking and strategies for conflict resolution.

We take hurtful behaviour very seriously. Most children under the age of five, will at some stage, say something hurtful to another child, especially if their emotions are high at the time. However it is not helpful to label this behaviour as bullying. For children under five, hurtful behaviour is momentary, spontaneous and often without knowledge of the feelings of the person whom they have hurt.

We will help them to manage these feelings, as they have neither the biological means nor the cognitive means to do this alone.

We will offer support, calming the child who is angry as well as the one who has been hurt by the behaviour.

We do not engage in punitive responses to a young child's rage, as that will have the opposite effect.

We help a child to understand the effect the hurtful behaviour has had on another child. We encourage the child to say sorry where it is clear they are genuinely sorry and wish to show this.

The Manager is responsible for behaviour management issues and has attended a behaviour management course. The Manager provides expertise and guidance to all staff and will seek expert advice if the ordinary methods used by the group do not have an appropriate effect.

If a child is consistently behaving in an unacceptable way, an Observation Procedure will be set up to try to determine a pattern regarding time, trigger events or particular people. Observations will then be discussed with the parents.

In the most unlikely and extreme case we reserve the right to ask a parent to remove a seriously disruptive child from the pre-school. This will only be considered after all other avenues have been explored and after full consultation with the child's parents/carer.

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7.2 BULLYING POLICY

Bullying involves the persistent physical, verbal or emotional abuse of other child/children. We take bullying very seriously.

If a child/children bullies another child/children:

- We intervene to stop the child/children harming another child/children
- We explain to the child/children doing the bullying why their behaviour is inappropriate
- We give reassurance to the child/children who have been bullied
- We help the child/children who have bullied to apologise for their actions
- We ensure that the child/children who bully receive praise when they display acceptable behaviour

- We do not label children who bully
- When children have been bullied, we share what has happened with their parent/carer, explaining the child/children who did the bullying are being helped to adopt more acceptable ways of behaving

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7.3 MANAGING AGGRESSIVE BEHAVIOUR TOWARDS STAFF AND COMMITTEE

Teddy Bears Pre School encourages close links with parents and the community. It believes that children benefit when the relationship between home and school is a positive one. The vast majority of parents, carers and others visiting our pre school are keen to work with us and are supportive of the pre school. However, on the rare occasions when a negative attitude towards the school is expressed, this can result in aggression, verbal and or physical abuse towards members of pre school staff or the wider pre school community.

We expect parents and other visitors to behave in a reasonable way towards members of pre school staff. This policy outlines the steps that will be taken where behaviour is unacceptable. Types of behaviour that are considered serious and unacceptable and will not be tolerated: shouting at members of the school staff, either in person or over the telephone physically intimidating a member of staff, e.g. standing very close to her/him the use of aggressive hand gestures threatening behaviour shaking or holding a fist or finger towards another person swearing pushing hitting, e.g. slapping, punching and kicking spitting racist or sexist comments breaching the school's security procedures aggressive or threatening behaviour towards staff or their families via social media. This is not an exhaustive list but seeks to provide illustrations of such behaviour. If a parent/carer behaves in an unacceptable way towards a member of the preschool community, the committee or appropriate senior member of staff will seek to resolve the situation through discussion and mediation. If necessary, the preschool complaints procedures should be followed. Where all procedures have been exhausted, and aggression or intimidation continue, or where there is an extreme act of violence, a parent or carer may be banned by the committee from the preschool premises for a period of time, subject to review.

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8.0 SAFETY & SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

8.1 PREMISES AND SECURITY POLICY

- Door at the front of building to be kept double locked at all times and door bell in use. Kitchen door to be shut at all times.
- Back door to be open to allow children access to outdoor play area, under staff supervision.
- Side door (Fire Escape) to be kept shut at all times.
- Gates on play area to be kept locked.
- All staff to wear Teddy Bears uniform consisting of t-shirt in summer and sweatshirt in winter.
- Fire Evacuation Procedure is displayed.
- Staff, parents/carers and children to enter and leave through the front door.
- On arrival, child to collect name card from personal drawer and affix to self-registration board. Staff member to update manual registration record daily. Children to await their parents/carers arrival before then removing name card from self-registration board to return it to their drawer.
- Written permission (Collection Form) to be obtained from parents/careers where children to be collected by another adult and records kept with child's personal file
- Absence and Holiday Form to be completed if the child is absent.

Visitors

- The visitor's book is kept on the desk in the main hall, with details of names, purpose of visit and arrival and departure times.
- All visitors must sign in and read and comply with the safeguarding statement
- Staff to be made aware of any visitors to the premises.
- Visitors to enter and leave building through the front door.

8.2 FIRE SAFETY & EVACUATION PROCEDURE

To ensure the safety and well being of all children, staff and volunteers at Teddy Bears Pre-School, we ensure that all are made aware of the correct Fire Drill Procedures in the case of an emergency. The following guidelines have been put in place:

- Fire Drills will be held at least once a term. (Conducted by the designated Fire Warden)
- A register of both adults and children will be completed as people arrive and leave, so that a complete record of all those present is available in any emergency.

- There will be no smoking on or around the premises.
- A correctly stocked first aid box will be available at all times.
- Fire extinguishers will be checked annually and staff will know how to use them.
- PAT testing of electrical equipment will be checked annually.

A. Procedure to be followed in the event of a fire inside the building

Evacuation of the children inside the building:

- The designated Fire Warden of the day will blow the whistle or the hall fire alarm will sound.
- Do not stop to pick up personal belongings.
- Everyone will stop what he/she is doing and move towards the nearest fire exit
- The Fire warden will collect the register and a telephone/mobile. In case of fire causing electrical fault, which may prevent the landline from working, a mobile phone is stored next to the landline.
- The remaining staff and parent/career helpers will supervise the children out of the building.
- The second member of staff in hall will check the toilets, kitchen and other areas of the hall.
- The children will be escorted to the gravel car park and assemble at the five-bar gate.
- The Fire Warden will call the register, while another member of staff telephones the fire brigade;
- If necessary, parents/carers will be contacted to collect their children as quickly as possible.
- During a Fire Drill, once the register has been called and everyone is accounted for, the children will then be escorted back into the building, where the register will be called again.
- In low risk situations, where it is safe to do so, staff members may attempt to extinguish the fire.

B. Procedure to be followed in the event of a fire outside the building

Evacuation of the children outside the building:

- Staff member to blow the whistle.
- Everyone to stop what they are doing.
- One staff member to guide children back into the hall and shut door behind himself/herself or away from the hall dependent upon where the fire is.
- Second staff member to check outside area for children and then return to building.
- Once all members of staff, parents/careers, children and visitors are in hall the Manager/ Deputy Manager to call register, whilst another member of staff deals with the problem outside (phones relevant organisations).

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8.3 ADVERSE WEATHER POLICY

In the event of adverse weather conditions, the Manager will decide if the pre-school should open based upon the following criteria:

- The roads must be safe to travel on.
- Sufficient staff must be able to reach the pre-school to provide a staff : child ratio, in line with requirements detailed in the Early Years Foundation Stage Statutory Framework.
- The pre-school premises must be at a reasonable temperature, in line with the Workplace (Health, Safety and Welfare) Regulations 1992, Regulation 7.

If it is decided that the pre-school will not open, the Manager will take the following action by 8am on the day in question:

- Contact each parent/carer unless the closure goes beyond an extended period of time exceeding two and a half days to let them know.
- Post a message on the pre-school answer machine (if possible).
- Post an update on the Teddy Bear's Website and Facebook page

In the event that the pre-school is closed, as a result of adverse weather conditions, it will not be possible to refund fees,

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8.4 OUTINGS POLICY

- Parental written consent is always obtained at the start of a child joining the Pre-school and then updated termly.
- If private cars are used copies of the drivers licence as well as car insurance are always obtained (staff car details are kept on file)
- Seatbelts are fitted to all vehicles that are used by pre-school

- Adult: child ratio of 3 children per adult (dependant on location of visit, volunteer parents always available). At least one person with a current first aid certificate will be present on all outings.
- All venues are visited to assess potential risk en-route or at the venue. Also to familiarise the staff with the location of the toilets, picnic areas etc. and Risk Assessment is prepared using findings.
- Essential records and equipment gathered together, including contact details of staff, children and parents/carers, First Aid Kit, Children's medication (where required), spare clothes, nappies and plastic bags.
- Head count to be done before and after location move, for example before leaving the swings and on arrival at the picnic area.

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8.5 COSHH POLICY (Control Of Substances Hazardous to Health)

Risk Assessment are to be carried out to determine which, if any hazardous substances are on the premises.

All hazardous substances to be kept in a cupboard out of reach of the children.

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8.6 MANUAL HANDLING POLICY

- All staff to attend a manual-handling course to avoid risk of injury during handling of either children or inanimate objects, such as a large piece of play equipment or box.
- All staff must make proper use of equipment provided for their safety.
- All staff must notify the Manager/Deputy Manager if they identify any hazardous handling activities.
- All staff must ensure that their activities do not put others at risk.
- All staff to read the short HSE guide "Getting to grips with Manual Handling".

- The pre-school will undertake a Manual Handling Risk Assessment as part of the overall Risk Assessment of the pre-school.
- Staff are to follow the safe lifting guidelines as below:
 - STOP AND THINK - Plan the lift, where the load is going, the route you will take, and where you will put it.
 - CHECK THE WEIGHT - Lift the edge of the object, to get an idea, if it is too heavy GET HELP or MECHANICAL ASSISTANT.
 - POSITION THE FEET - Stand close to the object, feet apart giving a balanced and stable base for lifting.
 - ADOPT A GOOD POSTURE - Squat down with the back straight and chin tucked in, knees bent.
 - GET A FIRM GRIP - Grasp the load firmly with elbows tucked in.
 - KEEP THE LOAD CLOSE - Stand up slowly, lifting with the leg muscles, and keeping your back straight as you stand.
 - DON'T JERK - Lift smoothly, keeping control of the load.
 - MOVE YOUR FEET - Don't twist your trunk when turning to the side.
 - DURING TRANSIT - Remember to take rests during transit if you feel the need to.
 - PUT DOWN - Put the load down smoothly and slowly, bending your legs-position the load precisely AFTER putting it down.

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8.7 NO SMOKING POLICY

- There is a strict NO smoking rule in the building, whether children are present or not.
- If a member of staff or volunteer wish to have a smoke during a break, this must be done outside of pre-school grounds and at an appropriate time.
- All remains must be discarded in an appropriate place.

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9.0 EQUAL OPPORTUNITIES

9.1 EQUAL OPPORTUNITIES POLICY

Teddy Bears Pre-school believes that no child, individual or family should be excluded from the pre-school's activities on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief.

We aim to ensure that all who wish to work in, or volunteer to help with or take part in the running of our Pre-school have an equal chance to do so.

Admissions

The pre-school is open to all families in the community. The waiting list is not operated on a first come, first served basis, but on a much fairer system. We use the criteria stated in our Admissions Policy for accepting children from the waiting list.

Employment

The Pre-School will appoint the best person for each job and will treat fairly all applicants for jobs and all those appointed. No applicant will be rejected on the grounds of age, gender, sexuality, class, family status, means, disability, colour, ethnic origin, culture, religion or belief.

Commitment to implementing the group's Equal Opportunity Policy will form part of the job description for all workers. A Disclosure and Barring Service (DBS) will be carried out for all persons having contact with children on a regular basis.

Families

The pre-school recognises that many different types of family successfully love and care for children. All children will be encouraged and given the opportunity to talk about their home lives and lifestyles. All lifestyles are depicted in a positive way within our group.

The pre-school offers a flexible payment system for families with differing means, please speak with the Manager or Deputy Manager.

The Curriculum

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

Resources

These will be chosen to give children and balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. Materials will be selected to help children develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

Discriminatory behaviour/remarks

These are unacceptable in the pre-school. If such an incident should occur, the response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

Language and Hearing difficulties

Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the pre-school. If a child has a primary language other than English, or has hearing difficulties, staff will act accordingly to integrate the child satisfactorily into the group, for example by complementing verbal instructions by gestures or other physical means to ensure understanding.

Foreign Cultures

The medical, cultural and dietary needs of foreign cultures will be ascertained and met.

This policy was adopted by:	Teddy Bears Pre-School
On:	19th February 2015
Review date:	July 2020
Signed on behalf of provider	
Name of signatory:	Nikki Copping
Role of signatory:	Committee

9.2 SPECIAL EDUCATION NEEDS AND DISABILITY POLICY

Definition of Special Educational Needs (SEN)

A child in the Early Years Foundation Stage (EYFS) has SEN if he/she:

- has a significantly greater difficulty in learning than other children of the same age, or
- has a disability which prevents or hinders the child from accessing the provision provider for other children of the same age

In accordance with the Equality Act of 2010 Teddy Bears Pre-school will not, directly or indirectly, discriminate against, harass or victimise SEN and disabled children.

We will make all reasonable adjustments, including the provision of auxiliary aids and services, to ensure that SEN and disabled children are not at a substantial disadvantage to their peers.

The SEN definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Whilst children with such conditions do not necessarily have SEN there can be significant overlap of additional requirements for them to be covered by this policy.

Reference:

Sections xiv,xiii and xix of SEND Code of Practice June 2014

Principles

Teddy Bears Pre-school is dedicated to raising the achievement of all children attending the setting, taking into account individual needs, and enabling them to reach their full potential and become confident young children with a growing ability to make the transition into compulsory education.

All our staff are trained to work with children with SEN and have a responsibility to meet their needs. They are advised and supported in their work by the Manager and the Special Educational Needs Co-ordinator (SENCO). Our aim is that all children will be fully integrated into the life of the pre-school.

Objectives

- To identify and monitor each child's individual needs from the earliest stage so that achievement can be raised through appropriate provision and care.
- To ensure that provision matches needs, takes account of the wishes of parents and includes discussion with the child.
- To ensure that all staff are working to identify, support and deliver the curriculum to children with SEN.
- When needed, to work in close partnership with outside agencies to support the
- needs and provision for children with SEN.

Roles and Responsibilities

The Committee and Manager will ensure that all legally required Policies and Procedures are in place and utilized. Our Special Educational Needs Co-coordinator (SENCO) is Sarah Phillips.

The SENCO is responsible for

- Working with the Committee and Manager to ensure the pre-school meets its responsibilities under the Equality Act (2010), with regard to reasonable adjustments and access requirements.
- Ensuring the records of all children with SEN are kept up to date.
- Overseeing the day-to-day operation of the SEN Policy.
- Coordinating provision for children with SEN.
- Liaising with the relevant Key Worker.
- Advising on the graduated approach to providing SEN support.
- Advising the Manager and Committee on the deployment of budget and other resources to meet SEN children's needs effectively.
- Being the key point of contact for all external agencies, including the Local Authority and its supporting services.
- Liaising with the Key Worker and parents/carers of pupils with SEN in contact with Health and Social Care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a smooth transition in planned.

The Key Workers will ensure that children and parents/carers are actively supported in the setting. They will take into account all information and opinions received from the parents/carers and child (according to age, maturity and capability). The Key Worker will ensure the child's progress is monitored from the earliest stages and will discuss all developmental concerns with the parents and the SENCO. They will liaise with the SENCO to regularly review and evaluate the provision offered to children with SEN.

Identification and Assessment

Teddy Bears Preschool uses an online Learning Journal programme called Tapestry which enables each child's Key Worker to observe, record and assess developmental progress (includes the 2 year old progress check). Parents are also able to login to their own secure account to look and add information on their child. Where a child is not reaching key developmental mile stones at expected ages the Key Worker will discuss concerns with the parents and SENCO. This may lead to further observation and assessment being undertaken, the involvement of outside specialists and the provision of SEN Support for the child.

Where a child's level of need is either so complex or so severe as to require further action the Local Authority will issue an Education Health and Care Plan (EHCP). This is monitored annually by the Local Authority via the Annual Review. A special Education Needs and Disabilities (SEND) Lead Worker will be allocated by the local authority giving the child and family a single point of contact for the duration of the EHCP.

Training

Staff receive training on working with SEN children. Staff are encouraged for ongoing development, including updates from the SENCO and training with West Berkshire Council.

Links with Parents

Teddy Bears Pre-school ensure that parents/carers are involved in all stages of the Observation and Assessment process and proposed interventions designed to support their child's learning and development.

Parents are actively encouraged to be in constant contact with their Key Worker which facilitates the discussion of concerns from either party. The SENCO is also available at any time convenient to the parent.

Complaints Procedure

Parents/carers dissatisfied with an aspect of the SEN provision should first seek to discuss it with the SENCO. If concerns remain the parent/carer should contact the Manager/Deputy Manager. If it is felt that the pre-school is not addressing the concerns the Committee should be contacted. The Local Authority may also be contacted.

This policy was adopted by:	Teddy Bears Pre-School
On:	19th February 2015

Review date:	July 2020
Signed on behalf of provider	
Name of signatory:	Nikki Copping
Role of signatory:	Committee

10.0 INFORMATION AND RECORDS

10.1 ADMISSION POLICY

Admission Procedure

Enrolment Forms are available from our website www.teddybearspre-school.com , collection from the Pre-school or by email admin@teddybearspre-school.com

A £15.00 Registration Fee will apply for each child registered with Teddy Bears Pre-School. This is non-refundable.

From the 1st January 2017 all invoices will now be issued with 28 days payment notice. Any fee's not received by the date they are due, will be issued with a first reminder notice for 14 days, after this a second reminder notice will be issued for 5 days.

After this period a weekly charge of £15 will be applied to the outstanding invoice.

All unpaid invoices will now be followed up with legal proceedings.

You will be required to give four weeks notice to remove the child from the Pre-School.

Admission Criteria

Should the need arise, priority for admission will be on the following basis:

- Children who live within the catchment area of Boxford and surrounding villages.
- Children whose name is on the waiting list – see Manager/Deputy Manager
- Siblings of children who already attend the pre-school

The Manager will:

- Arrange an initial welcome visit for a parent and child to attend a morning session to look around, unless a visit has already taken place, i.e. at an open session ➤ Give the parent the following information:
 - Prospectus booklet - Welcome letter and Policies and Procedures
 - Enrolment Form to include;
 - Emergency contact numbers
 - The child's special dietary requirements, preferences or allergies

- Child's special health requirements
- Information about who has legal contact with the child & parental responsibility
- Check completion of forms and follow up any problems/concerns
- Arrange one or more visits for the child to stay a session, in the half term before the child is due to start.
- Ascertain the age and admission criteria of the child and decide a date for starting

This policy was adopted by:	Teddy Bears Pre-School
On:	19th February 2015 updated 25 th Jan 2017
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Signed on behalf of provider	
Name of signatory:	Nikki Copping
Role of signatory:	Committee

10.2 CONFIDENTIALITY POLICY

All staff at Teddy Bears Pre-School and members of the Committee who may be aware of sensitive/personal information regarding any child attending the pre-school, will be informed of the necessity for confidentiality.

This is of particular importance in the area of child protection (see also Child Protection Policy), but also refers to other sensitive areas, such as medical matters or financial or family circumstances.

Any information about a child provided by his/her parents/carers will be held in confidence. Any issues regarding the performance of a child at pre-school will be discussed with the child's parents/carers only.

Telephone advice, regarding general queries can be made to:

Information Commissioner's Office Helpline Tel: 0303 1231113.

Please refer to Internet/Social Networking Policy as well.

This policy was adopted by:	Teddy Bears Pre-School
On:	19th February 2015
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Signed on behalf of provider	
Name of signatory:	Nikki Copping

Role of signatory:	Committee
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10.3 GENERAL DATA PROTECTION REGULATION (GDPR)

The General Data Protection Regulation (GDPR) is a new EU law that comes into effect on 25th May 2018. It will replace the current Data Protection Act 1998 and the changes will remain in place even after the UK leaves the EU in 2019.

We have record keeping systems in place that meet legal requirements; the means that we use to store and share that information takes place within the framework of the Data Protection Act (1998) and the Human Rights Act (1998).

This policy was adopted by:	Teddy Bears Pre-School
On:	14th March 2018
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Signed on behalf of provider	
Name of signatory:	Nikki Copping
Role of signatory:	Committee

10.4 ROTA DAY FOR PARENTS/CARERS

Thank you for taking time to help us at Teddy Bears Pre-School.

To ensure we are meeting all the necessary regulations, we have produced an easy to follow guide to ensure you make the most of your time with us.

You have been invited into the group to:

- Be part of your child's environment. Watch and learn from them. Relax and have fun.
- Keep you updated on how our pre-school runs and what you can expect your child to learn.
- Have more of an opportunity to speak to members of staff and other children.
- Talk with your child's key person about his/her Learning Journal and raise any issues you may have.
- Keep up our side of the commitment to Parent partnership.
- You may be appointed to watch over an activity that needs adult supervision. If you are not comfortable with this, please say so.

A few rules for everyone's safety:

- Never find yourself in the position of being alone with a child (even if it is your own child).

- Please call a member of staff if the child needs to go to the toilet. Do not take the child on your own. You may use the allocated toilets.
- In the event of a FIRE or fire drill, a whistle will be blown twice. Please follow the staff and children to the appointed place.
- If you see or come across a person, who has had an accident or been involved in an incident, please stay with the person and keep them calm. All staff are trained First Aiders. Please call a member of staff over and we will deal with the situation.
- You will be offered a drink and snack mid morning. Never leave a hot drink unattended for any reason whatsoever, at any time in this pre-school. Please ensure the travel mugs are used when with the children. Please remember there may be children in the pre-school with food allergies.
- If you should see or hear anything that you are unsure about, please speak to the Manager/Deputy Manager. We will or should be able to answer your question.
- Mobile phones are only to be used in the event of a 999 emergency and in full sight of at least one other member of staff. Otherwise turn them off or to silent, keep in bag and do not use them in the pre-school.

You may find that your child/children may cling to you during your visit, this is perfectly normal. Keep calm and relaxed and gently encourage them to be part of the group. Lead them to an activity where they are showing an interest and help them to participate. Stay with them and be part of their activity whilst they settle in.

You will also find that the more often you attend the group, the more the children will flock around you and want to see what you are doing and join in. This is all part of the foundation stage of learning i.e. building a child's self esteem and teaching them independent skills.

Above all we hope that you and your child/children have an enjoyable and relaxing time at Teddy Bears Pre-School.

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On:	19th February 2015
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Name of signatory:	Nikki Copping
Role of signatory:	Committee

10.5 COMPLAINTS PROCEDURE

The intension of the Teddy Bears Pre-School is to work in partnership with parents/carers. A parent/carer with a complaint should take the following steps:

- Speak to the Manager/Deputy Manager.

- If there is no satisfactory outcome within two weeks, the parent/carer should put their concern and/or complaint in writing and request a meeting with the Chairperson, whose telephone number can be obtained from the notice board.
- If an acceptable outcome has still not been reached, an external mediator who is acceptable to both parties can be invited to listen and mediate. This may be an Early Years Development Worker or a Pre-School Learning Alliance Development Worker.
- All complaints should be heard and replied to within 28 days.

A copy of all complaints and their outcomes is stored in the filing cabinet and kept for three years.

Parents can make a complaint direct to
OFSTED
Piccadilly Gate
Store Street
Manchester
M1 2WD

Helpline Number: 0300 123 1231

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